DOCUMENT RESUME

ED 312 169 SO 020 032

TITLE	World History/Cultures Curriculum Guide.
INSTITUTION	New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE	88
NOTE	53p.; Prepared by the Social Studies Curriculum Committee.
AVAILABLE FROM	New Jersey State Department of Education, Distribution Services, 225 West State Street, CN 500, Trenton, NJ 08625 ($3.25).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Cultural Awareness; Cultural Context; *Global Approach; Political Influences; Secondary Education; *Social History; Social Studies; State Curriculum Guides; World Affairs; *World History; World Problems
IDENTIFIERS	New Jersey

ABSTRACT

In 1988-89, a one-year course in world history/cultures was added to the list of courses required for graduation in the state of New Jersey, becoming the third required course in social studies. The course is intended to provide students with historical knowledge to better meet the demands of the world and to make the informed decisions that are so crucial to a democratic way of life. This curriculum guide is designed to stimulate multiple perspectives in the development, modification, and evaluation of such a course. The guide includes a statement of philosophy; a rationale for a world history/cultures course; curriculum guidelines; course objectives; five curriculum approaches; a 27-item resource list of agencies and organizations that could provide more information; an 8-item bibliography; and a feedback form. Course objectives are discussed in terms of knowledge, skills, attitudes, and social participation; each of the objectives are broken down into additional goals and objectives. The five curriculum approaches (two examples of each approach are given) are world history, world cultures, world geography, global studies, and international relations. (CT)

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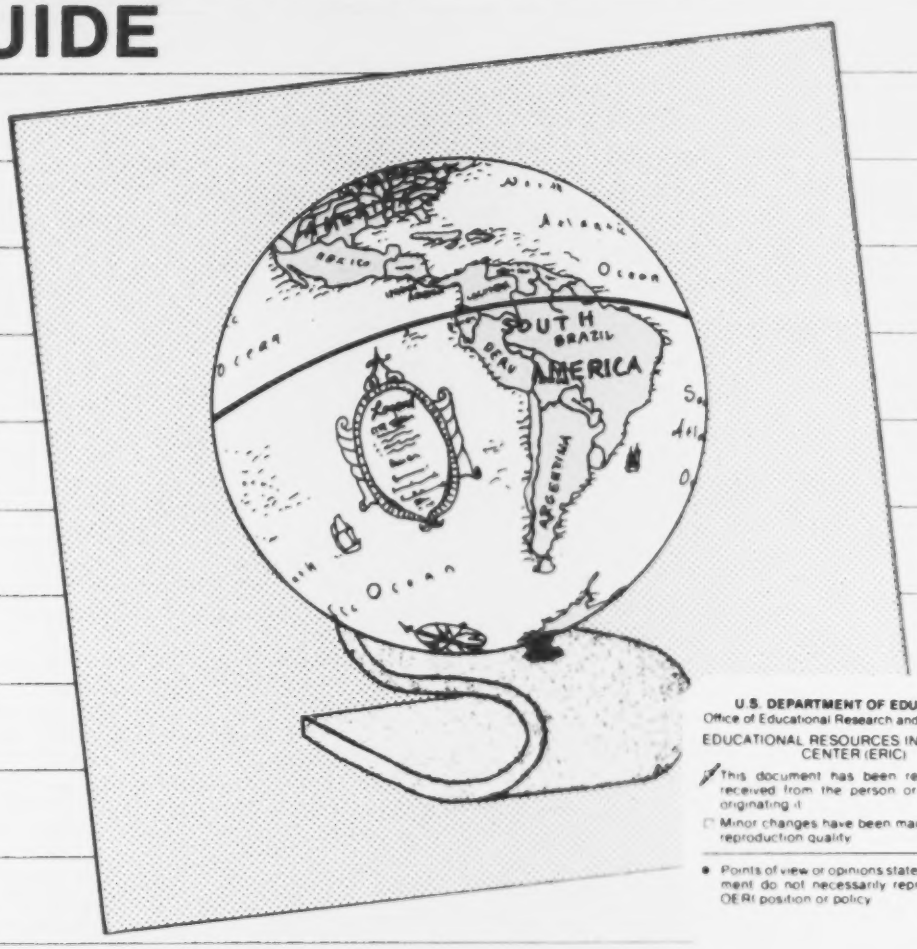
WORLD HISTORY/CULTURES CURRICULUM GUIDE



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WORLD HISTORY/CULTURES CURRICULUM GUIDE

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Spring 1988

PTM No. 700.34

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FOREWORD

As events continually unfold in the world, it is more vital than ever for students to understand the interrelatedness of these events and the reasons for such occurrences. We must learn to live and coexist with people of varying nationalities, ethnicities, and religions whether these people are neighbors within our community or across the continents. Numerous reports have called for courses to be included in the curriculum which teach students to view themselves within the larger social and cultural society, to develop knowledge of the history and culture of other societies, and to understand events that are producing change in the world today.

Because many multinational and national corporations have their world or American headquarters located in New Jersey there is a demand in our state for a highly educated work force that can communicate across and understand different cultures. In a changing world, education--and improved education--is more important than ever. Without an adequately prepared citizenry, we risk not only increasing disenfranchisement from the rewards of the international economy, but also exclusion from the rewards of participation in world politics and culture.

Recognizing this potentiality the New Jersey State Board of Education approved the recommendations that a third year of social studies, a World History/Cultures course, become a high school graduation requirement effective with the 1988-89 grade nine class. This one-year course in world history/cultures can help provide students with historical knowledge to better meet the demands of our world and to make informed decisions which are so crucial to our democratic way of life. I commend this document to curriculum supervisors, citizens, board members, and students. This guide is designed to stimulate multiple perspectives in the development, modification, and evaluation of such a World History/Cultures course.

Saul Cooperman
Commissioner

ACKNOWLEDGMENTS

The New Jersey State Department of Education appreciates the generous time and effort of the Social Studies Curriculum Committee in writing the guide. The committee members represent a broad range of knowledge and experience in social studies. Included on the committee are classroom teachers, social studies supervisors, and administrators representing urban, suburban, and rural school districts. The department further appreciates the efforts of the New Jersey Council for the Social Studies.

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STATEMENT OF PHILOSOPHY

The basic purpose of social studies education is to prepare young people to be rational, humane, participating citizens. Social studies serves as the basis for students to understand their relationships and responsibilities to people, to institutions, and to the environment. It equips young people with the knowledge of the past that is necessary to cope with the present and to plan for the future, and it provides them with skills for productive problem solving and decision making, as well as for assessing issues and for making thoughtful value judgments. Above all, social studies is the integration of knowledge, skills, and values into a framework that is necessary if the individual is to participate responsibly in the school, the community, the nation, and the world.

To this end, the knowledge component of the World History/Cultures curriculum provides a historical perspective, satisfying the need for students to know and to take pride in their cultural roots. It develops the intellectual skills, which are vital to the rational process and to the resolution of social issues, as it enables students to locate and compile information, interpret data, organize and assess material, identify hypotheses, draw conclusions, and read and think critically. It promotes a rational adherence to a set of values based upon the worth of human beings and emphasizes the examination of values and value conflicts, rather than the indoctrination in specific values.

World History/Cultures equips students with a pluralistic, multicultural focus, consistently emphasizing the dignity, value, and contribution of different societies. The course teaches them to discern and to appreciate diverse values systems and the interrelatedness of these systems in the world today. Through this vital global perspective, students see human relationships as the universal fiber of society and develop the skills and values needed to govern those relationships. As they study people and nations, they build social awareness.

This course is based upon the assumption that a democratic society exists when citizens make rational decisions consistent with basic democratic values. Because our students are the future decision makers, they need to understand these values and the structure and function of our governing and economic institutions to develop the ability to compare our institutions with those of other societies. This course is aimed at preparing students for participation in the global community, as well as in their own society, through active learning and social interaction.

RATIONALE FOR A WORLD HISTORY/CULTURES COURSE

A global perspective embraces a number of concerns. One concern today is effective decision making. Change in the contemporary world is rapid and often unplanned, leading simultaneously to greater interdependence and increasing fragmentation. Decisions made in one country may have anticipated, as well as unanticipated, effects in another. Our high school students, tomorrow's decision makers, must develop the capacity to find effective solutions in a world of increasing complexity. Effective decision making in the contemporary world requires an understanding of other peoples (their geographical, historic, political, economic, and cultural traditions) and of the forces producing change in the world. Active participation by an informed electorate can influence the decisions of government and thereby facilitate the peaceful resolution of conflicts and problems.

A second concern encompasses the issues of universal standards for human rights, the quality of the environment, and the proper treatment of children and prisoners. These concerns transcend national boundaries. People the world over face common problems, such as disease, hunger, and the aged. Although progress has been made in addressing these issues, a comprehensive global approach is a necessary response.

Nations are not the only prevailing power operating in the contemporary world. Multinational corporations, religious and revolutionary movements, and international organizations also exert a great influence on world events, as do various state and municipal governments which are involved in the international arena through their political, economic, and cultural policies.

Two compelling realities in New Jersey set the stage for introducing the third-year social studies requirement for high school graduation, World History/Cultures, in our state. First, New Jersey is highly industrialized and heavily involved in international commerce. Many national and multinational corporations have their headquarters here; and state government employees, along with thousands of businessmen and women, are regularly involved in international trade. This global work perspective creates a demand for a highly educated work force familiar with different cultures.

Second, New Jersey has a pluralistic population, composed of people from all areas of the globe. By teaching students about the historic, political, geographic, and cultural traditions of the world's people and the need to communicate effectively with these people, we will be enhancing the capability of our citizens to co-exist and prosper in New Jersey, the United States, and the world.

The contents of this curriculum guide are designed to address these needs of New Jersey's students, citizens, and decision makers of the twenty-first century.

CURRICULUM GUIDELINES: RECOMMENDATIONS FOR USE

This guide is designed to assist curriculum development at the district and individual school levels. To that end, it includes recommended course objectives which should be integrated throughout the curriculum and several different curriculum approaches which can be used to implement the curriculum objectives.

No preference is intended regarding any particular curriculum model. Rather, the models are offered to stimulate multiple perspectives regarding the design of the third-year requirement and to engender a dialogue among social studies curriculum supervisors, citizens, board members, and students, concerning diverse approaches to the study of world history/world cultures in New Jersey's secondary schools.

Selected Applications

Curriculum Development. This guide offers each local district the opportunity to design a curriculum that reflects individual school and district conditions, needs, and philosophy while adhering to the listed objectives (see pages 9-13). Examination and discussion of the various approaches and historical themes can afford local schools concrete ideas regarding curriculum development. Because many local districts might be creating an entirely new third-year course or significantly redesigning an existing course, this guide offers a number of options aimed at meeting the course objectives. In addition to using this guide, local educators should refer to the National Council for the Social Studies (NCSS) Curriculum Guidelines for a discussion of the criteria for selecting learning materials and instructional activities.

District-wide/School-wide Articulation. An analysis of the goals and objectives, in as much as these pertain to existing K-12 or 7-12 curricular scope and sequence designs, can improve the articulation between grade levels and among courses on the same grade level. Local districts can align existing social studies courses with the new third-year World History/Cultures course in all areas: Knowledge, Skills, Attitudes, and Social Participation. As curriculum development proceeds, a prime opportunity presents itself for the reconsideration of priorities at each grade level in terms of skills, attitudes, and learning outcomes.

Staff Development. Local districts can effectively use the curriculum guide when provided professional development for both disciplinary content and curriculum design skills. Opportunities for further staff development, in-service programs, retraining institutes, and graduate studies can be realized with the development of a comprehensive third-year course reflecting current scholarship in the academic disciplines of social studies, social studies education, and curriculum theory.

Formation of Educational Alliances. Dissemination and study of the guide within the higher education community and among non-governmental organizations with an international focus offer an opportunity for developing alliances that can enrich curriculum design and instructional strategies. The resources of our expanding higher education system and our multi-ethnic population are readily available and should be employed in this undertaking.

Assistance in Skill Development. Use of this guide can reinforce skill development which is necessary for statewide and national assessments. These skills are basic to a sound educational program and should be introduced and supported in any curriculum used for the required third-year course.

IMPLEMENTING THE CURRICULUM GUIDE

To make the required World History/Cultures course as useful and as relevant and contemporary issue-oriented as possible, five curriculum approaches are included in this guide. The approaches include World History, World Cultures, World Geography, Global Studies, and International Relations.

Although a World History/Cultures course can be taught using the chronological approach, four additional approaches are provided. Each approach uses a different emphasis in presenting the World History/Cultures course. In developing curriculum using any of the approaches, however, the historic, political, geographical, cultural, and economic themes listed on pages 14-15 must be incorporated into the course.

Regardless of the curriculum approach used in the development of a World History/Cultures course, the content should:

- provide students with a global perspective that goes beyond the traditional Eurocentric approach;
- include both an historic and contemporary emphasis;
- identify and emphasize major events and issues which could be turning points or trends;
- emphasize the significance of underlying causes and effects and their chronological development; and
- lend itself to the development of a variety of skills and concepts.

To implement the content of the curriculum, school districts should provide an environment in which teachers:

- have a sense of ownership derived from their participation in the curriculum development and adoption process; and
- benefit from ongoing staff development in implementing the program and using new materials.

WORLD HISTORY/CULTURES COURSE OBJECTIVES

OVERVIEW OF THE COURSE

World History/Cultures is the study of the historic and contemporary interrelationships of individuals, societies, and cultures which helps us understand the issues and problems in our world.

In this course, students will acquire the knowledge, skills, and attitudes that will enable them to make rational and informed decisions about economic, cultural, and political questions facing our interdependent world. Such decisions draw upon the lessons of history, the social sciences, and the humanities.

LEARNING GOALS AND OBJECTIVES

The learning goals and objectives for the World History/Cultures course have been divided into four categories, Knowledge, Skills, Attitudes, and Social Participation. These categories and the abbreviated definitions that are provided below have been adapted from the much more extensive guidelines developed by the National Council for the Social Studies (NCSS: Revision of the Social Studies Curriculum Guidelines, Social Education, April, 1979).

KNOWLEDGE

> "The knowledge component of the curriculum serves three particular functions. First it provides historical perspective. A sense of the past serves as a buffer against detachment and presentism - living just for today - and thereby assists an individual in establishing cultural identity. Second, knowledge helps a person perceive patterns and systems in the environment, including a global perspective. It is this ordering function which makes the social universe, even with its increasing complexity, more understandable. Third is the function of knowledge as the foundation for social participation. Without valid knowledge, participation in the affairs of society could be ineffectual and irresponsible.
>
> The broad function of knowledge is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with skills, attitudes, and social participation, can be used by the student to function rationally and ethically."

SKILLS*

"Skills provide the means of achieving objectives, and ideally one who is able and skillful can reach objectives efficiently. Skills are not developed as a result of accumulating information, isolated drill sessions, or exhortations. Instead, these proficiencies are acquired through real opportunities for constant practice and use, systematically planned for by curriculum developers and teachers. Equally important, however, is the recognition of skills as the critical bond between knowledge, attitudes, and social participation."

ATTITUDES*

"Social studies education neither can nor should evade the questions of value. Value orientations are the foundations of social institutions, and the attitudes of individual and groups have consequences for action. Contemporary society continues to be confronted by a host of complex problems on a global scale whose solutions are of importance to the individual member. War, racism, environmental concerns, energy issues, urban deterioration, and impersonal organizations - society can contend with none of these without searching consideration of values.

The role of the school as an agent for inculcating in the young widely held societal norms, standards of behavior, and ideological preferences, is complex. The school can help the young recognize that...there are many sets of values rooted in experience and legitimate in terms of culture. The school can also provide opportunities for free examinations of the value dilemmas underlying social issues and problems that affect the everyday lives of students."

SOCIAL PARTICIPATION

"Social participation in a democracy calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting society.

***NOTE:** Throughout this guide, the NCSS terminology "Abilities" and "Valuing" have been replaced with the terms "Skills" and "Attitudes," respectively.

Social participation should mean the application of knowledge, thinking, and commitment in the social area - at the local, state, national and international levels. An avenue for interaction and identification with society can build an awareness of personal competency - awareness that one can make a contribution - an ingredient essential for a positive self-concept. Programs ought to develop young adults who are able to identify and analyze both local and global problems and who are willing to participate actively in developing alternatives and solutions for them.

It is essential that these four categories of learning objectives be viewed as equally important. The relationship among knowledge, skills, attitudes, and social participation is tight and dynamic. Each interacts and nourishes the others. Ignoring any of them seriously weakens a social studies program."

The following sections are organized according to the four categories identified earlier. For each category, a broad course goal and objectives are stated. It is the objectives which form the framework of the course curriculum, and all of them should be included in it.

The objectives, which are purposely stated in general terms, are not specific to any one particular area, but rather are applicable to any approach, for it is the approach which determines the overall content of the course. Five specific curriculum approaches (pages 17-41) have been included to demonstrate how these objectives could be incorporated into the curriculum.

KNOWLEDGE

Goal: Students will acquire knowledge of the social sciences and the humanities, as these relate to historic development and contemporary issues.

Objectives:

1. Students will demonstrate an understanding of the institutions which are shared by all cultures. These include, but are not limited to:

   - economic institutions,
   - political institutions,
   - educational institutions,
   - religious institutions,
   - the arts,
   - social structure, and
   - technology.

2. Students will compare the similarities and differences among the major economic, social, cultural, and political systems and explain how these systems operate in an interdependent world.

3. Students will demonstrate knowledge of universal human rights. These include, but are not limited to:

   - human dignity,
   - liberty, and
   - justice.

4. Students will demonstrate knowledge of the history of human cultures and contemporary societies.

5. Students will analyze diverse historic interpretations.

6. Students will evaluate the historic and contemporary obstacles to effective communication and cooperation among cultures and societies.

7. Students will demonstrate an understanding of the effects of geography on the development of human cultures and contemporary societies.

8. Students will assess the ways in which societies have altered the natural environment.

9. Students will analyze the nature and effects of change upon individuals and societies.

10. Students will demonstrate knowledge of the forms of global interdependence among cultures and societies.

11. Students will demonstrate knowledge of the characteristics of developed and less-developed cultures and societies.

SKILLS*

Basic Skills

Goal: Students will develop and apply skills in obtaining information and communicating effectively.

Objectives:

1. Students will refine reading skills.
2. Students will refine writing skills.
   - 2.1 Students will communicate in written form their understanding of and personal conclusions about historic and contemporary world issues.
3. Students will refine skills of oral expression.
   - 3.1 Students will communicate orally their understanding of and personal conclusions about historic and contemporary world issues.
4. Students will refine listening skills.

Social Studies Skills

Goal: Students will develop and apply social studies skills, including skills related to acquiring, organizing, and using information.

Objectives:

1. Students will effectively refine study skills.
2. Students will evaluate a variety of relevant reference and information sources.
3. Students will gather information by listening, reading, and observing with accuracy and comprehension.
4. Students will apply social studies skills to relevant information and experiences. These include:

***NOTE:** Refer to "Skills in the social studies curriculum." Social Education (April, 1987), 260-261.

- locating information,
- classifying information,
- interpreting information,
- analyzing information,
- summarizing information,
- synthesizing information, and
- evaluating information.

Thinking Skills

Although thinking skills are basic and integral to all learning, they are organized separately in this booklet to provide added emphasis on their role in social studies education.

Goal: Students will refine thinking skills to become effective and responsible contributors to problem-solving and decision-making processes at individual, community, state, national, and world levels.

Objectives:

1. Students will develop the ability to think critically about people and events in the contemporary world.

   1.1 Students will organize, analyze, interpret, synthesize, and evaluate information obtained from various sources.

   1.2 Students will use information to:

   - clarify issues,
   - test hypotheses,
   - construct generalizations,
   - draw conclusions,
   - offer solutions to problems,
   - predict possible outcomes, and
   - predict future issues and problems.

   1.3 Students will recognize, analyze, and evaluate the values and judgments upon which decisions are made.

2. Students will apply problem-solving techniques to global issues.

   2.1 Regarding historic and contemporary world issues, students will:

   2.1.1 employ a rational decision-making process.
   2.1.2 use hypothetical reasoning processes.
   2.1.3 examine, understand, and evaluate conflicting policy viewpoints.

2.2 Regarding issues which link the local community, state, and nation with the world community, students will:

2.2.1 develop and justify specific policy stances.
2.2.2 evaluate the intended and unintended consequences of policy initiatives upon different constituencies.
2.2.3 reflect upon and reexamine specific policy stances after considering alternative views.

3. Students will identify and apply conflict and confrontation resolution skills in relation to historic and contemporary world issues.

3.1 In relation to historic and contemporary world issues, students will:

3.1.1 participate in simulations which examine major events and issues.
3.1.2 participate in role playing activities which apply conflict and confrontation resolution skills.

ATTITUDES

Goal: Students will demonstrate an understanding of their personal values and the values which guide the behavior of people from diverse cultures.

Objectives:

1. Students will exhibit reflective attitudes toward their personal values, the values of others, and the cultural values evident in other societies.

2. Students will develop attitudes that reject stereotyping, prejudice, and injustice.

3. Students will appreciate that historic change, cultural diversity, and social conflict can contribute to constructive ends.

4. Students will appreciate that societies are both cultural borrowers and contributors.

5. Students will appreciate the aesthetic achievements and unique contributions of societies and cultures in the arts and humanities.

6. Students will demonstrate an understanding of the fragile balance among human beings, their societies, and the environment.

7. Students will respect the dignity of the individual and the universal value of human life.

SOCIAL PARTICIPATION*

Goal: Students will demonstrate the personal and group interaction skills necessary to be effective members of society.

Objectives:

1. Students will keep themselves informed about issues that affect society.
2. Students will express their personal beliefs, feelings, and convictions in a group setting.
3. Students will participate in discussions during which opposing viewpoints are tolerated.
4. Students will participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.
5. Students will identify situations in which social action is required.
6. Students will participate, individually and/or in a group setting, in making decisions and taking social action.
7. Students will participate in activities which are designed to extend or ensure human rights. These include, but are not limited to:
   - human dignity,
   - liberty, and
   - justice.

***NOTE:** Refer to "Social studies skills." Social Education (April, 1984), 261.

WORLD HISTORY/CULTURES CURRICULUM APPROACHES

The following section exemplifies how the objectives and themes enumerated in the preceding sections can be incorporated into the five curriculum approaches - World History, World Cultures, World Geography, Global Studies, and International Relations - in ways designed to meet the world history/cultures requirement. The World History approach tends to use a more chronological structure, while the other four approaches usually consider the content with a more topical or issue-oriented emphasis.

The World History/Cultures course is to include the study of the following themes as they relate to the knowledge objectives specified on page 9, regardless of the desired curriculum approach. The themes identified are major trends, which can be generalized over time and within each culture, and are pivotal to understanding the world today. Depending upon the society chosen and the period of time examined, teachers should stress those themes which contribute to and increase student understanding of the world.

The basic component of a World History/Cultures course should include, but not be limited to the following themes:

HISTORIC

1. Contemporary societies have emerged from past civilizations.
2. Developing philosophical, political, and nationalistic movements have had an impact upon world events.
3. Nineteenth- and 20th-century imperialism and colonialism affected both the imperial powers and the colonies.
4. The industrial and technological revolutions have had a dramatic effect on society.
5. The impact of war, the quest for peace, and the struggle to maintain a balance of power have helped to shape the modern world.

POLITICAL

1. Differing political philosophies and systems have developed in response to specific societal needs.
2. The rise of democratic institutions and competing political systems has had a significant impact upon societies and the human rights of individuals within them.
3. The beliefs and actions of individuals and groups have often determined the political behavior of a society.

4. Political thought and revolutionary movements have had major effects upon the modern world.

5. The international political climate is affected by the actions and reactions of organizations and nations.

GEOGRAPHIC

1. The capacity to acquire and maintain an adequate food supply has motivated humankind toward very specific patterns of settlement, land use, social organization, and environmental perception.

2. Geographic features influence economic development, human migration, and communication.

3. The growth of urban populations has had a significant impact upon resources and the natural environment.

4. Geographic factors are major determinants in the development and behaviors of cultures and societies.

CULTURAL

1. Cultures and societies share many common traits and institutions.

2. Various factors have resulted in cultural diversity.

3. The culture in which one lives influences the way one perceives and reacts to others.

4. Interaction among peoples can have important effects upon cultural change.

5. Cultures and societies have expressed their values and beliefs through their religions, art forms, and literature.

ECONOMIC

1. Attempts to solve the problems of scarcity and to improve the economic well-being of societies have led to the development of various types of economic systems.

2. Diverse factors have resulted in increased interdependence for the global economy.

3. Economic change has altered the values, institutions, and development of society.

4. Economic self-interest has resulted in the exploitation of resources and protectionism, as well as the development of world trade.

An effective approach integrates these overlapping themes, regardless of the curriculum approach.

Whatever the approach, it is important that the program emphasize both western and non-western cultures. An effective world history/cultures course should include the study of a minimum of four cultures from different areas in the world, e.g., Europe, Asia, Africa, and Latin America. Each culture should be studied through the identified themes in order for students to understand that the issues and events of today are a product of past cultural experiences, relations between and among societies, their history, and their geography.

A discussion of the five curriculum approaches appears on the following pages. The format for each is identical. First, a description of the approach is given, followed by two content examples. Within each example, the Knowledge, Skills, Attitudes, and Social Participation objectives are stated. Beneath each objective, in parenthesis, is the corresponding objective number and the page on which it can be located within the guide. In addition, examples of historic, economic, cultural, geographic, and political themes are cited within the context of each knowledge objective, along with appropriate concepts and activities. Juxtaposed to each objective is an activity designed to illustrate how it could be taught. **These examples should be viewed as a portion of a unit designed to meet the stated objective; they are not intended to be complete curriculum units or lesson plans**. They are intended only to provide direction, to serve as examples for curriculum writers, and to show flexibility in designing a course to meet the goals and objectives. Districts are encouraged to design curriculum to meet the needs of their students, as well as to meet the intent of the mandate.

A WORLD HISTORY APPROACH

The World History approach provides students with the knowledge of the past required to understand the present and predict the future. The course should emphasize the causes and impacts of major events which have shaped the contemporary world. The history of these events may be taught thematically or through a series of area studies, as well as through the chronological approach.

Regardless of the approach, non-western, as well as western history, must be stressed. Significant themes and events in history and the impact of each on the development of the world are discussed within this approach. The contributions of important people in history are included. Intellectual, cultural, and social history, as well as economic and political history, are an integral part of the curriculum.

WORLD HISTORY CURRICULUM APPROACH

EXAMPLE 1

KNOWLEDGE GOAL:		Students will acquire knowledge of the social sciences and the humanities as these relate to historic development and contemporary issues.
KNOWLEDGE OBJECTIVE: (#10, page 9)		Students will demonstrate knowledge of the forms of global interdependence among cultures and societies.
HISTORIC THEME: (#3, page 14)		Nineteenth- and 20th-century imperialism and colonialism affected both the imperial powers and the colonies.
POLITICAL THEME: (#4, page 15)		Political thought and revolutionary movements have had major effects upon the modern world.
CULTURAL THEME: (#3, page 15)		The culture in which one lives influences the way one perceives and reacts to others.
	Activity:	Students will understand that as the world develops respect for human life and the dignity of the individual, nations have found it necessary to sever ties with those countries that show disregard for these rights. Such is the case with former allies of the government of South Africa.
	Concepts:	Students will examine the concepts of cause and effect, colonialism, and imperialism.
SKILLS OBJECTIVES: (Basic Skills #2.1, page 10)		Students will communicate in written form their understanding of and personal conclusions about historic and contemporary world issues.
(Social Studies #2, page 10)		Students will evaluate a variety of relevant reference and information sources.
(Social Studies #3, page 10)		Students will gather information by listening, reading, and observing with accuracy and comprehension.
	Activity:	Students will develop a research paper on a country with ties to South Africa,

detailing the relationship between the two. The paper will also show the attempt to influence South Africa's domestic situation from abroad.

ATTITUDES OBJECTIVE: (#1, page 12)

Students will exhibit reflective attitudes toward their personal values, the values of others, and the cultural values evident in other societies.

Activity:

Students will keep a journal of the activities of foreign business in South Africa. Students will predict the impact of divestiture on the culture of South Africa.

SOCIAL PARTICIPATION OBJECTIVE: (#5, page 13)

Students will identify situations in which social action is required.

Activity:

Students will determine what businesses and institutions still support South Africa. They will write to these companies expressing their position on South Africa.

WORLD HISTORY CURRICULUM APPROACH

EXAMPLE 2

KNOWLEDGE GOAL:		Students will acquire knowledge of the social sciences and the humanities as these relate to historic development and contemporary issues.
KNOWLEDGE OBJECTIVE: (#1, page 9)		Students will demonstrate an understanding of the institutions which are shared by all cultures.
HISTORIC THEME: (#2, page 14)		Developing philosophical, political, and nationalistic movements have had an impact upon world events.
CULTURAL THEME: (#5, page 15)		Cultures and societies have expressed their values and beliefs through their religions, art forms, and literature.
ECONOMIC THEME: (#3, page 15)		Economic change has altered the values, institutions, and development of society.
	Activity:	Students will understand that with the recent religious revolution in Iran Western influence in that country has declined, and opposing cultural factions have developed.
	Concepts:	Students will examine the concepts of education, revolution, westernization, and modernization.
SKILLS OBJECTIVE: (Social Studies #4, page 10)		Students will apply social studies skills to relevant information and experiences.
	Activity:	Students will participate in a debate about the conflict between traditional religious values and westernization and modernization.
ATTITUDES OBJECTIVE: (#1, page 12)		Students will exhibit reflective attitudes toward their personal values, the values of others, and the cultural values evident in other societies.
	Activity:	Students will role play the influences, both positive and negative, of westernization on less-developed societies.

SOCIAL PARTICIPATION OBJECTIVE: (#2, page 13)

Students will express their personal beliefs, feelings, and convictions in a group setting.

Activity:

Students will organize a public forum for exchanging views about the conflict between traditional and contemporary values.

A WORLD CULTURES APPROACH

The World Cultures approach examines the major cultures of the world and traces their historic development. It examines human cultural diversity and its causes. It identifies the universal elements in world cultures and human experiences, e.g., political, economic, religious, arts, celebrations, and rituals, and traces the development of these elements. The sources, the dynamics, and consequences of change for each culture are explored. The complexities and problems of each culture are presented.

This approach provides students with a better understanding and awareness of the unique characteristics and qualities of each culture.

WORLD CULTURES CURRICULUM APPROACH

EXAMPLE 1

KNOWLEDGE GOAL: Students will acquire knowledge of the social sciences and the humanities, as these relate to historic development and contemporary issues.

KNOWLEDGE OBJECTIVE: (#1, page 9) Students will demonstrate an understanding of the institutions which are shared by all cultures - the arts.

HISTORIC THEME: (#1, page 14) Contemporary societies have emerged from past civilizations.

CULTURAL THEME: (#5, page 15) Cultures and societies have expressed their values and beliefs through their religions, art forms, and literature.

GEOGRAPHICAL THEME: (#4, page 15) Geographic factors are major determinants in the development and behaviors of cultures and societies.

Activity: Students will be given an opportunity to engage in an arts/cultural activity representative of another culture and will develop the ability to compare and contrast the experience with similar events in their own cultural environment.

Concepts: Students will examine the concepts of cultural identity and cultural diversity.

SKILLS OBJECTIVE: (Social Studies #3, page 10) Students will gather information by listening, reading, and observing with accuracy and comprehension.

Activity: Students will attend a cultural arts activity (concert, dance performance, or art exhibit) and document the event in a journal which also contains additional research on the artist(s) work(s), style, period, and culture.

ATTITUDES OBJECTIVE: (#5, page 12) Students will appreciate aesthetic achievements and unique contributions of societies and cultures in the arts and humanities.

Activity: Students will attend and compare an opera and a Japanese Kabuki, noting similarities

and differences in each. If students cannot attend a live performance, the activity may be completed through a video or film presentation.

SOCIAL PARTICIPATION OBJECTIVE: (#2, page 13)

Students will express their personal beliefs, feelings, and convictions in a group setting.

Activity:

Students will attend and participate in an unique cultural event (street/block fair, holiday festival, or ethnic celebration), keeping a journal (written or taped) of the event for later group sharing and interaction.

WORLD CULTURES CURRICULUM APPROACH

EXAMPLE 2

KNOWLEDGE GOAL: Students will acquire knowledge of the social sciences and the humanities, as these relate to historic development and contemporary issues.

KNOWLEDGE OBJECTIVE: (#6, page 9) Students will evaluate the historic and contemporary obstacles to effective communication and cooperation among cultures and societies.

HISTORIC THEME: (#1, page 14) Contemporary societies have emerged from past civilizations.

CULTURAL THEME: (#1, page 15) Cultures and societies share many common traits and institutions.

POLITICAL THEME: (#3, page 14) The beliefs and actions of individuals and groups have often determined the political behavior of a society.

Activity: Students will research and examine the benefits and political implications of a cultural arts exchange between two nations.

Concepts: Students will examine the concepts of conflict, cultural diversity, aesthetics, cultural identity, and the universality of the arts.

SKILLS OBJECTIVE: (Social Studies #4, page 10) Students will apply social studies skills to relevant information and experiences.

Activity: Given documented accounts of a defection by artist(s) during an official arts exchange with another nation, the students will critically research and examine the event as to (1) the artist's reasons for and (2) the political implications of the defection.

The activity will conclude with a panel discussion on the event with the positions of the artist, host, and visiting nations fairly reported.

ATTITUDES OBJECTIVE: (#1, page 12) Students will exhibit reflective attitudes toward their personal values, the values

of others, and the cultural values evident in other societies.

Activity: Given the above activity, students will recognize, through discussion based on prior learning research, the unique artistic gifts/benefits gained by one culture/nation as a result of an individual artist's defection. At the same time, students should be made aware of the loss to the rejected culture/nation due to the defection.

SOCIAL PARTICIPATION OBJECTIVE: (#4, page 13) Students will participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences.

Activity: Using prior learning about the political defection of an artist, students will role play a mock hearing where the involved parties are to present their cases in front of an impartial jury/World Court. This court will then decide the fate and future residence of the defecting artist.

A WORLD GEOGRAPHY APPROACH

World Geography focuses upon the geographic regions of the world and considers the historic roots of each region. The use of the geographer's concept of "region" enables the students to better understand themselves, their relationships with their physical environment, and their interdependence with other people in other places.

Physical and human geography are the two main branches of the discipline; they should be integrated into this approach. Physical geography is concerned with the study of land forms, climatic characteristics, soil, and the vegetation of a region. Human geography examines a region's long-term historic settlement trends, its economic system, and the extent to which cultural characteristics are a product of the geography of a region.

The question of why something is located where it is, forms the basis for studying a region within the World Geography approach. The link between the physical and human environment must be emphasized.

WORLD GEOGRAPHY CURRICULUM APPROACH

EXAMPLE 1

KNOWLEDGE GOAL:	Students will acquire knowledge of the social sciences and the humanities as these relate to historic development and contemporary issues.
KNOWLEDGE OBJECTIVE: (#10, page 9)	Students will demonstrate knowledge of the forms of global interdependence among cultures and societies.
HISTORIC THEME: (#4, page 14)	The industrial and technological revolutions have had a dramatic effect on society.
GEOGRAPHICAL THEME: (#2, page 15)	Geographic features influence economic development, human migration, and communication.
ECONOMIC THEME: (#4, page 15)	Economic self-interest has resulted in the exploitation of resources and protectionism, as well as the development of world trade.
Activity:	Students will understand that limited natural resources have forced Japan to develop extensive trade with the rest of the world to industrialize and raise the Japanese standard of living. The Japanese constantly interact with peoples from other countries through trade relations.
Concepts:	Students will examine the concepts of human interaction, industrialization, trade, standard of living, economics, and interdependence.
SKILLS OBJECTIVES: (Thinking #1.1, page 11)	Students will organize, analyze, interpret, synthesize, and evaluate information obtained from various sources.
(Thinking #2, page 11)	Students will apply problem-solving techniques to global issues.
Activity:	Students will read and interpret graphs which show the percentage and the nature of Japan's imports from and exports to various areas of the world. Students will create a map of the world showing the extent of Japan's trading relationships.

ATTITUDES OBJECTIVE:
(#4, page 12)

Students will appreciate that societies are both cultural borrowers and contributors.

Activity:

Students will appreciate the importance of the United States - Japanese trade relationship to Japan. Students will take a survey of the families in their class, ascertaining the kinds and quantities of goods they own that were manufactured in Japan. Students will then hypothesize about what would happen if Americans stopped buying Japanese goods. Who would suffer in Japan? Who would suffer in the United States? Students will research the jobs held by Americans that are directly tied to the import business.

SOCIAL PARTICIPATION OBJECTIVE:
(#6, page 13)

Students will participate, individually and/or a group setting, in making decisions and taking social action.

Activity:

Students will draw conclusions about the importance of the United States as a trading partner in the maintenance of the Japanese standard of living. Students will then write letters to government officials expressing their views on United States-Japanese trade relations.

WORLD GEOGRAPHY CURRICULUM APPROACH

EXAMPLE 2

KNOWLEDGE GOAL:	Students will acquire knowledge of the social sciences and the humanities as these relate to historic development and contemporary issues.
KNOWLEDGE OBJECTIVE: (#10, page 9)	Students will demonstrate knowledge of the forms of global interdependence among cultures and societies.
HISTORIC THEME: (#4, page 14)	The industrial and technological revolutions have had a dramatic effect on society.
GEOGRAPHICAL THEME: (#2, page 15)	Geographic features influence economic development, human migration, and communication.
ECONOMIC THEME: (#2, page 15)	Diverse factors have resulted in increased interdependence for the global economy.
Activity:	Students will understand that Australia is geographically isolated from the rest of the world. Overcoming the obstacle to development imposed by this geographic isolation has been a central theme in the lives of the people of this continent. The growth of air transportation in the twentieth century has linked Australia's economy to that of the rest of the world.
Concepts:	Students will examine the concepts of travel time versus travel distance, geographic isolation, accessibility, and economic interdependence.
SKILLS OBJECTIVES: (Social Studies #4, page 10)	Students will apply social studies skills to relevant information and experiences.
(Thinking #1.1, page 11)	Students will organize, analyze, interpret, synthesize, and evaluate information obtained from various sources.
(Thinking #1.2, page 11)	Students will use information to draw conclusions.
Activity:	Students will calculate the travel distance from Australia to other major population (market) centers of the world,

using a globe and great circle air routes. Students will calculate travel time by sea and by air between Australia and other major population (market) centers. From this, they will draw conclusions about the importance of air transportation in making Australia accessible to other areas of the world. Students will organize their research by making comparative maps and charts.

ATTITUDES OBJECTIVE: (#4, page 12)

Students will appreciate that societies are both cultural borrowers and contributors.

Activity:

Students will hypothesize about the importance of accessibility to the growth of the Australian economy and to the cognizance of Australia in other areas of the world.

Students can find evidence of Australia's increasing accessibility to the United States in airline and tourist advertisements. Students can research recent Australian events that attract interest in the United States (such as the America's Cup yacht race) and hypothesize about the role that improved travel time has played in making Americans aware of these events. Students can also research Australia's recent immigration statistics to see if new patterns of immigration to Australia are emerging in the late 20th century.

SOCIAL PARTICIPATION OBJECTIVE: (#3, page 13)

Students will participate in discussions during which opposing viewpoints are tolerated.

Activity:

Some students can role play Australians who want to make their country more accessible to people in other areas of the world. Others can role play Australians who see in such development a threat to the traditional values and culture of the country. Students can also write the Australian travel bureau for information about steps the government is taking to attract visitors from other areas of the world.

A GLOBAL STUDIES APPROACH

The Global Studies approach focuses on contemporary global, economic, social, and political systems. It addresses the historic issues, such as interdependence, world change, culture, resource scarcity, and world, conflict, that have occurred in these systems and the effect of these issues on today's interdependent world. They must consistently be reinforced as students draw upon historic and contemporary examples, as well as project future global trends.

According to Willard M. Kniep, a global orientation to citizenship involves students in the consideration of problems which transcend national boundaries; which directly connect students to trends of interdependence, change, and pluralism; and which draw upon knowledge from a variety of disciplines.[1]

An informed citizen of the world must understand the historic roots of any issue in or problem of society, as well as how those roots shape today's world. Both universal and societal values require examination, as do the history of global societies and the emergence of global systems (economic, political, ecological, and technological) that permeate our lives.

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[1] Kniep, W. M. (1986, November/December). Social studies within a global education. Social Education, 50(7), 536.

GLOBAL STUDIES CURRICULUM APPROACH

EXAMPLE 1

KNOWLEDGE GOAL: Students will acquire knowledge of the social sciences and the humanities as these relate to historic development and contemporary issues.

KNOWLEDGE OBJECTIVE: (#2, page 9) Students will compare the similarities and differences among the major economic, social, cultural, and political systems and explain how these systems operate in an interdependent world.

HISTORIC THEME: (#2, page 14) Developing philosophical, political, and nationalistic movements have had an impact upon world events.

POLITICAL THEME: (#2, page 15) The rise of democratic institutions and competing political systems has had a significant impact upon societies and the human rights of individuals within them.

CULTURAL THEME: (#4, page 15) Interaction among peoples can have important effects upon cultural change.

Activity: Students will examine the similarities and differences evident in the U.S. Bill of Rights and other human rights documents produced since 1945, including but not limited to the Universal Declaration of Human Rights and the Helsinki Accords.

Concepts: Students will examine the concepts of positive/negative rights, conflict, and reciprocity.

SKILLS OBJECTIVE: (Thinking #1.1, page 11) Students will organize, analyze, interpret, synthesize, and evaluate information obtained from various sources.

Activity: Students will compare the first 10 amendments to the U.S. Constitution to rights enumerated in the Universal Declaration of Human Rights and reach conclusions regarding similarities and differences between rights identified in the two documents.

ATTITUDES OBJECTIVE: (#1, page 12) Students will exhibit reflective attitudes toward their personal values, the values

of others, and the cultural values evident in other societies.

Activity: Students will express their values by writing letters to elected officials regarding the dissonance between ideals evident in the Bill or Rights and international human rights documents and the actual conduct of nations resulting in human rights violations.

SOCIAL PARTICIPATION OBJECTIVE: (#7, page 13) Students will participate in activities which are designed to extend or ensure human rights.

Activity: Students will mail the letters written above and simultaneously publicize their efforts through explanatory posters and letters directed to the local community and media.

GLOBAL STUDIES CURRICULUM APPROACH

EXAMPLE 2

KNOWLEDGE GOAL:

Students will acquire knowledge of the social sciences and the humanities as these relate to historic development and contemporary issues.

KNOWLEDGE OBJECTIVE:
(#2, page 9)

Students will compare the similarities and differences among the major economic, social, cultural, and political systems and explain how these systems operate in an interdependent world.

HISTORIC THEME:
(#4, page 14)

The industrial and technological revolutions have had a dramatic effect on society.

GEOGRAPHICAL THEME:
(#1, page 15)

The capacity to acquire and maintain an adequate food supply has motivated humankind toward very specific patterns of settlement, land use, social organization, and environmental perception.

ECONOMIC THEME:
(#1, page 15)

Attempts to solve the problems of scarcity and to improve the economic well-being of societies have led to the development of various types of economic systems.

Activity: Students will examine the relationship between an expanding world population and the use of natural resources.

Concepts: Students will examine the concepts of industrialization, consumption, and fertility.

SKILLS OBJECTIVE:
(Thinking #2.2.2, page 12)

Regarding issues which link the local community, state, and nation with the world community, students will evaluate the intended and unintended consequences of policy initiatives upon different constituencies.

Activity: Using data on food production, distribution, and consumption, students will evaluate the positive and negative consequences of increasing populations in selected world regions (i.e., infant mortality, malnutrition, and undernutrition indices).

ATTITUDES OBJECTIVE: (#7, page 12)

Students will respect the dignity of the individual and the universal value of human life.

Activity:

Students will express concern in a classroom project that highlights the problems arising from imbalances between increasing populations and inadequate production, distribution, and consumption of food in selected world regions.

SOCIAL PARTICIPATION OBJECTIVE: (#6, page 13)

Students will participate, individually and/or in a group setting, in making decisions and taking social action.

Activity:

Students will plan, implement, and evaluate a public forum in which the dilemma of expanding populations vs. scarce food resources is presented.

AN INTERNATIONAL RELATIONS APPROACH

International Relations examines the ways in which societies have dealt and continue to deal with each other in relation to historic and contemporary issues. It shows the relationships between the past and present; and applies the lessons of history to significant issues, such as the balance of power in today's interdependent world.

Students will develop an understanding of the operation of past and present international systems and the reasons for their development. They will learn not only that international systems are complex and interdependent, but that there is also a simultaneous need for order and change in the world. They will see that international relations must be viewed historically, geographically, culturally, economically, and politically.

In the International Relations approach, students will analyze historic and contemporary issues, such as peace and security, national/international development, environmental concerns, and human rights, in a context that stresses political relationships between governments and societies in an interdependent world.

INTERNATIONAL RELATIONS CURRICULUM APPROACH

EXAMPLE 1

KNOWLEDGE GOAL:		Students will acquire knowledge of the social sciences and the humanities as these relate to historic development and contemporary issues.
KNOWLEDGE OBJECTIVE: (#2, page 9)		Students will compare the similarities and differences among the major economic, social, cultural, and political systems and explain how these systems operate in an interdependent world.
HISTORIC THEME: (#2, page 14)		Developing philosophical, political, and nationalistic movements have had an impact upon world events.
POLITICAL THEME: (#5, page 15)		The international political climate is affected by the actions and reactions of organizations and nations.
CULTURAL THEME: (#3, page 15)		The culture in which one lives influences the way one perceives and reacts to others.
	Activity:	Students will examine the change in the Chinese political climate and its impact on other nations.
	Concepts:	Students will examine the concepts of conflict, equality, rights, culture, social control, change, and ethnocentrism.
SKILLS OBJECTIVE: (Social Studies #2, page 10)		Students will evaluate a variety of relevant reference and information sources.
	Activity:	Students will critically examine and report in a group presentation their findings of media bias in reports of the changing Chinese political climate.
ATTITUDES OBJECTIVE: (#3, page 12)		Students will appreciate that historic change, cultural diversity, and social conflict can contribute to constructive ends.
	Activity:	Students will demonstrate an understanding of political dissent within the Chinese system through discussion of their reading of various world-wide media accounts.

SOCIAL PARTICIPATION OBJECTIVE: (#1, page 13) Students will keep informed about issues that affect society.

Activity: Students will prepare, disseminate, and discuss a weekly log of U.S. news media reports on issues relating to the Chinese political system.

INTERNATIONAL RELATIONS CURRICULUM APPROACH

EXAMPLE 2

KNOWLEDGE GOAL: Students will acquire knowledge of the social sciences and the humanities as these relate to historic development and contemporary issues.

KNOWLEDGE OBJECTIVE: (#2, page 9) Students will compare the similarities and differences among the major economic, social, cultural, and political systems and explain how these systems operate in an interdependent world.

HISTORIC THEME: (#5, page 14) The impact of war, the quest for peace, and the struggle to maintain a balance of power have helped to shape the modern world.

POLITICAL THEME: (#5, page 15) The international political climate is affected by the actions and reactions of organizations and nations.

GEOGRAPHICAL THEME: (#4, page 15) Geographic factors are major determinants in the development and behaviors of cultures and societies.

Activity: Students will examine the arms race between the United States and Soviet Union and discuss the issues as they relate to world peace and security.

Concepts: Students will examine the concepts of conflict, change, culture, cooperation, growth, and the balance of power.

BASIC SKILLS OBJECTIVE: (#3, page 10) Students will refine skills of oral expression.

Activity: Students will participate in a class debate on pros and cons of the Reagan-proposed Strategic Defense Initiative (SDI).

ATTITUDES OBJECTIVE: (#6, page 12) Students will demonstrate an understanding of the fragile balance among human beings, their societies, and the environment.

Activity: After viewing appropriate films and other media, students will discuss the tremendous destruction that would result from a nuclear holocaust.

SOCIAL PARTICIPATION OBJECTIVE: (#6, page 13)

Students will participate, individually and/or in a group setting, in making decisions and taking social action.

Activity:

Students will write letters to national and international figures expressing their views regarding the arms race and asking for responses to individual questions.

WORLD HISTORY/CULTURES RESOURCE LIST*

The following organizations and agencies can provide further information on world history and international studies and cultures programs.

- Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009.
- Association for Supervision and Curriculum Development, 125 N. West Street, Alexandria, VA 22314.
- Center for Public Education in International Affairs, School of International Relations, University of Southern California, University Park MC0043, Los Angeles, CA 90089.
- Center for Teaching International Relations, University of Denver, Ben Charrington Hall, #210, Denver, CO 80208.
- Council of Chief State School Officers, 400 N. Capitol Street, N.W., Washington, D.C. 20001.
- Council on International and Public Affairs, 777 United Nations Plaza, Suite 9A, New York, NY 10017.
- David M. Kennedy Center for International Studies, Brigham Young University, Box 61 FOB, Provo, UT 84602.
- ERIC Clearinghouse for Social Studies/Social Studies Education, 2805 East 10th Street, Suite 120, Indiana University, Bloomington, IN 47405.
- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016.
- Geography Educational National Improvement Program, National Geographic Society, 17th and M Streets, N.W., Washington, D.C. 20036.
- Global Awareness Program, School of Education, Florida International University, Tamiami Trail, Miami, FL 33199.
- Global Learning, Inc. 40 South Fullerton Avenue, Montclair, NJ 07042.
- Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038.
- Global Education Consortium of New Jersey, 40 South Fullerton Avenue, Montclair, NJ 07042.
- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.

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* Adapted from "Issues in Brief," September 1986. Published by the National Association of State Boards of Education.

- Mershon Center, Ohio State University, 199 W. 10th Avenue, Columbus, OH 43201.
- National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314.
- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
- National Council for the Social Studies, 3501 Newark Street, N.W., Washington, D.C. 20016.
- National Council on Foreign Language and International Studies, 45 John Street, Suite 1200, New York, NY 10038.
- National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.
- National School Boards Association, 1680 Duke Street, Alexandria, VA 22314.
- Project LINKS, School of Public and International Affairs, George Washington University, 2013 G Street, N.W., Washington, D.C. 20052, or School of Education, American University, Washington, D.C. 20016.
- Social Studies Development Center, Indiana University, 2805 E. 10th Street, Bloomington, IN 47405.
- Society for Intercultural Education, Training and Research, Georgetown University, 37th and O Streets, N.W., Washington, D.C. 20057.
- Stanford Program on International and Cross-Cultural Education, Stanford University, Lou Henry Hoover Building, Room 200, Stanford, CA 94305.
- United Nations Association -- U.S.A., 345 E. 46th Street, New York, NY 10017.

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WORLD HISTORY/CULTURES

Feedback Form

The Department of Education would appreciate your feedback after you have used this guide for several months. Your response will be most welcome.

What is your position/Grade Level_____

1. From whom did you receive this guide?

   _____ Principal _____ Teacher _____ Curr. Coordinator _____ Other

2. How much helpful information is provided by this guide?

   _____ Much _____ Some _____ Little _____ None

   What are the two most useful items you have found?

   _____, _____

3. Is the manual easy to read and understand?

   _____ Yes _____ No

4. What are the possible student outcomes that you can foresee from the use of this guide?

   _____

   _____

6. Will you use it in the future?

   _____ Yes _____ No

7. What other information should be added to this guide?

   _____

8. Other comments.

   _____

   _____

Please return this form to:

Cognitive Skills Unit/GAE
New Jersey State Department of Education
CN 500
225 West State Street
Trenton, New Jersey 08625

OPTIONAL Name_____ Tel. _____